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ABSTRACT

The text of three papers are presented. The first, by Alma Ada Flor, focuses on the question "What is participatory research?" It is suggested that participatory research enriches the knowledge of participants and opens up new topics to them. The nature and theory fundmental to participatory research and the relation of participatory research to critical pedagogy are described. It is suggested that participatory research and critical pedagogy share the goal of facilitating the ability of the students to become hereos, that is, protagonists of their own lives, and to be aware of this protagonist role. Students become authors, generators of text, creators of the written text of their own history and, also, they have an opportunity of seeing themselves as researchers and teachers, as people who have knowledge that can be shared with others. Next, two distinctly different uses of participatory research are examined. The first, presented by Cynthia Petersen, describes the use of participatory research in the high school classroom. The second paper, by Constance Beutel, narrates the use of participatory research as part of the Self-Directed Education program within the corporate setting of Pacific Bell. (Adjunct ERIC Clearinghouse on Literacy Education) (GLR)

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The Educator as Researcher: Principles and Practice of Participatory Research.

A paper of a workshop presented to the

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The Educator as Researcher

The following texts supplement a three hour workshop held during the NABE Conference. During the first hour, the participants focused on developing a community with one another. The participants were each invited to share with the group the answers to the following questions: Who am I? How have I become who I am? What has been the role of education/research in my life? What would I like to know about participatory research? The second hour explored the invitation to a dialogue: What is participatory research? Responding to the questions generated, Alma Flor Ada described the nature and theory fundamental to participatory research and its relation to critical pedagogy. The third hour explored two distinctly different uses of participatory research. The first was presented by Cynthia Petersen who uses participatory research in her high school classroom. The second use of participatory research was given by Constance Beutel who uses this research as part of the Self-Directed Education program within the corporate setting of Pacific Bell.

Reflection on the Process: The workshop session was a rich opportunity to interact with an extraordinary group of people from throughout the United States. Because the session was schedule on Sunday, at 9 a.m., in a hotel far from the main convention center, very few participants were in attendance when the session began. Those few participants formed a small circle. As the morning progressed, the circle was enlarged time and time again to incorporate the new participants who eventually numbered more than 50. While this constant adaptation of the environment was time consuming and created a certain amount of uncertainty and ambiguity, it was reflective of the process of participation, inclusion and of taking control over the environment , i.e., the creation of a circle of community rather than have the workshop set up in a theatre style of rows where people anonymously enter and exit without being recognized and included by those who are there.

The following is a spoken text by Alma Flor Ada

The educator as researcher. What is participatory research? There are many ways to be with education. We all reflect the philosophy, the ideology and the politics of the educator. One way of viewing education is as the possibility of making history. Using a metaphor from literature, one could say that every individual plays a role in a story or in multiple stories. This is not a new metaphor and it is not a metaphor that I am creating. It was extensively present the Spanish Golden Age of Theatre with Pedro Caulderón and in the Spanish Golden Age of Novel. In fact, it is incorporated extensively in Cervantes' work and it certainly explored later on by Unamuno. The idea of life as a stage, of human beings as actors and as protagonists is, therefore, not new.

The point I would like to make with this metaphor is in bringing it to the educational content, to the reality of children and to an awareness that perhaps that was not explored before. That is, it is not that we are all actors on the stage, but that within the cast of actors there are protagonists and there are secondary characters and supportive characters, and there are characters who are only present in the background. My personal concern is that while each of us creates history with her or his own life, we are not always in the role of protagonist. I am aware that we cannot always be in the role of protagonist when it comes to our presence in somebody else's history, but the major concern is that for some individuals there may never be a role of a hero. That they will always be secondary characters of somebody else's history.

I would like to think that what we are going to discuss about participatory research is inserted in a form of education that conceives, first of all, as an education of making history and making the individual history of each person is in the role of protagonist. That is, the individual on which the plot centers, the individual who meets the challenges, who meets the trials and tribulations and the individual who, by engaging in action, overcomes and confronts those tribulations, and in the process of doing so, also changes and grows. The character in the role of protagonist not only creates the action but also is transformed in the process of acting upon. If we were to understand or to accept this possible role as protagonist of all students, then we would like to know their history and would like to be interested in hearing their voices and what they have to say about their own experiences.

This is essentially what participatory research is offering -- the possibility of listening to unheard voices and valuing what they have to say, not as answers to preconceived questions by someone who wants to prove a point, but rather in an exploratory way by someone who is willing to learn about something totally unknown previously and that can only be known by those who are the participants. In trying to describe the differences between participatory research and the many other kinds of ethnographic studies where people are interviewed and who may even create a text, the difference with participatory research, I think, is based in the fundamental belief and trust in the individual's ability for knowing, the individual's capacity for knowledge. There is trust in the fact that when we want to

know about the human adventure, it is the individuals in the story who have an ability to know. Students have an ability to know, to create knowledge and not necessarily just to accept the knowledge that is being imparted to them.

As you can see, we cannot speak of participatory research without mentioning critical pedagogy because the two are one and the same. They are both different emphases of the same process. One major difference in contrasting critical pedagogy with traditional pedagogy is that in critical pedagogy we are not concerned with imparting knowledge and transmitting information as in providing information for the process of generating new knowledge. This is a very essential distinction. There are many humanistic and positive ways of educating that consider the students with great compassion and that will propose that everyone can learn and master the information. The big difference is that even in those forms of non-traditional education which are much more progressive than other forms of traditional education, there is still the assumption that someone outside of the students knows the curriculum, knows what the students need to know, has the pertinent information and is going to hand it down to them. This non-traditional form of education assumes the students have the ability to master the information with little regard to their previous history and to their existing knowledge. In critical pedagogy, we want the curriculum to be a very dynamic product of both the teacher and the student. It asks: How does that knowledge of the students contribute to challenge, to change, to modify, to enrich the existing curriculum? What is it that the teacher may know and has access to? What is the existing knowledge and the new knowledge that is going to be generated in the interaction of teacher and students?

The goals of recreating knowledge and of creating new knowledge are common to critical pedagogy and participatory research. Another essential element of critical pedagogy and participatory research is the great respect for the learner and the great respect for the participant. The fact that knowledge is not more important than the individual. As important or perhaps more important than the knowledge, is the learner. Teachers and students can engage in an exciting dialogue with the previous knowledge, not necessarily only to acquire that knowledge or to contrast that knowledge with their personal experiences, but also to

critically question that knowledge, to critically assess to what extent is this information valid, who benefits from it, who is damaged by it, who owns this information, to whom is it disseminated, who benefits or suffers from what is being said, what are other alternatives to the premises presented or to conclusions being derived? That is, we have said that the students and the teacher will dialogue with the information presented initially to compare it, contrast it, enrich it, modify it by the existing knowledge in the students and their emotions and their feelings. Then they also will go further to interact with the information, to critically analyze it from a reflective perspective.

Now, in both participatory research and critical pedagogy, the goal is not limited to an intellectual exercise. As important as the intellectual exercise is, it is not the goal in itself, it is part of the goal. The goal is to Become. The goal is to be empowered to develop one's best resources as a human being, one's possibilities of growth. Therefore, there is an additional step after the information has been discussed, contrasted, compared, enriched, modified by the student's experiences, and after the information has been critically analyzed and, that is, to discover new strengths in oneself with which to interact with reality. How do I now have more tools to look for new things? How do I now feel more confident about my ability to know? How do I feel now in a better human relationship with other human beings? How do I now feel more full of compassion, more generous, more willingness to forgive, more willing to provide, to give, to challenge myself to? While *empowered* has been used so much as a buzz word recently, it does not mean just taking action towards a product. There are many possibilities when we talk about action. I would like to think that action is not just jumping to do things, not that I have anything against that kind of action, but when we talk about the four phases in critical pedagogy, i.e., receiving the information at the *descriptive phase*, and analyzing it from one's experiences, feelings, emotions in the *personal interpretive phase* , then moving to a *critical phase* of reflection and analysis and finally to move to a *creative phase* of action, I do not believe that we always act immediately, and I don't believe that each learning process generates an immediate, direct action at that moment. What I think critical pedagogy should generate is an awareness of my new strength for action, an awareness of my new capacities to do things, and as

time comes, and as it is appropriate, then I have that critical reflection to carry on for action. Besides I am talking about action in a very broad way, this is why I like the word creation. I like to think of it as a creative phase because I am thinking of ourselves as our own creators, as creators of our own being. I want to think that part of what is happening in creating new knowledge is that we have accumulated strength or we have gained in wisdom, or we have gained in compassion, or we have gained in generosity so that there is a transformation of ourselves as well as a possibility of our going out to transform the world. So critical pedagogy holds the possibility for both an inner transformation and outward transformation.

Both in participatory research and in critical pedagogy we are not only creating history but we are also recording history. We should be creating multiplicities of text which will allow us to know that indeed, 'now we do know more,that, indeed, yes, we have changed and we have grown.' In the traditional format where we have been applying participatory research in an educational setting, there is a researcher or a group of researchers, and a group of participants. The researchers will find an entry into the community and will try to meet with individuals within the community, to discuss with them, listen to them, dialogue with them, and in that process generate a few questions about what are issues of importance to the community.

These questions will guide an initial dialogue. And then the researchers go out to engage in dialogue and record what is being said, transcribe it, then use that transcription as a text They will use this text from which to reflect individually with each participant in order to bring new awareness to the questions posed and then to pose additional questions generated from the text to the other participants in the research and collectively, with the participants, challenge and move their thinking (of researchers and participants) beyond where it was when they began their dialogues with one another.

In participatory research it is very clear that the text is being generated. If we are thinking of the educator as a researcher who is applying participatory research in the classroom, it is very important to create a multiplicity of possibilities for the generation of text. I would like to give some examples to show that what we're talking is not abstract, unobtainable, and it is not extremely difficult to do. I would like to suggest

an additional element in this situation where the teacher and the students are co-learners and that the parents can be included into this equation. For example, teachers can consider and facilitate every day that after each lesson the students would go home to interact with their parents on a topic related to whatever happened in the classroom that day. Sudy McClaeb is a teacher in Windsor, California and the examples that follow are all a product of her work with first grade students. First grade students were asked to discuss the topic of peace. They were invited to say their own words that means peace for them and to illustrate them. For one child, peace was the bathroom, being in the tub. For another child, it was the smell of flowers; for another one it was the cartoons on television, and for another it was 'reading books, reading books, reading books,' repeated three times. But when the children were asked to go home and ask their parents to give them one word that meant peace, then they came back the following day with words like: *reconciliation, forgiveness, understanding, compassion, listening, religion, God, faith, love.* These were very interesting words that would not have been part of the children's own vocabulary and would not have been part of the children's own conceptual framework, but that by having received them from their parents, they became meaningful to them. The children brought them back to the class and the teacher encouraged them to go home and discuss with their parents more about their word and how they could illustrate it. That gave us, from one child in a bathtub, to people holding hands, to people walking side-by-side, to people sitting across from each other, to people laying together in bed. Which, of course, adds a very interesting dimension. This facilitates the creation of a different text, a text that is a collection of words by children and their parents around a given topic.

A second example of participatory research by first graders, again, had the children asking their parents to give them their favorite lullaby and their favorite nursery rhyme. Now this is very simple activity. The children selected their own favorite lullaby and then illustrated it. Then they went home with a letter from the teacher asking the parents to give them their favorite lullaby. These are very simple forms of research but the consequences are that the parents are assisted in the best way to do good parenting. Where they can return to the child within themselves, to awaken that child. They come to remember what it was like to be a child

and to remember at a very experiential level, drawing from the richness and the power of the musical experience,the soothing experience of the lullaby and the strength of the folklore of the lullaby. Then, those parents who picked their favorite lullaby, wrote and illustrated it for the children, were not only facilitating creating a family book of lullabies, which is a beautiful product in itself, but they were also acknowledging to their children that they had also been children like themselves. With helping the children to develop a sense of history through this research activity was also creating a relationship between the family and the school.

A third interesting participatory research example was where the teacher and the children engaged in a study in which they generated a questionnaire to be sent to the parents. The parents were asked questions like, "What do you miss the most from your homeland?" "What do you like the most in this country?" "What do you like the least?" "What do you want for your children's future?" They were also given space to illustrate a childhood memory. The parents who participated in this project answered very sincerely and extensively. Each of their pages were added to a book that became a communal history of the group. In participatory research, when we are talking about recreating knowledge and generating new knowledge, we can see from this example that no one knew before this teacher set out with her students to collect this information the things the children came to learn. They were things that existed in the mind of each individual parent, but it was not knowledge that would be accessible to anyone else and it didn't exist as communal knowledge until the children did this research. Once these texts were analyzed for the commonalties among the families, the children found out very concrete information. For example, all of their parents came from four different cities in Mexico. They also found out that the things that their parents missed the most were common among them. They were things like the Christmas festivities, their loved ones, their relatives, their friends, growing corn, hand-made tortillas, and mariachis. They also found out from the parents that there were many things about their new reality that the parents liked. Those were the schools, the bus service to the school, the hospitals, the social services for people, the better economic conditions and the cleanliness of the towns. While at the same time, they also discovered that there were many things that their parents did not like about their new reality. This varied

from discrimination, less opportunities for Mexicans, high presence of drugs, corruption, crime, the violence, the lack of ability to communicate with people who only spoke English, having to leave their children alone at home while working very hard and the fact that the government provided other countries with arms. The greatest commonality of responses from the parents was in the area of what they wanted for their children. The answers there were almost unequivocal. They all wanted their children to have a good education, academic success, access to the university and to a profession.

What a project like this does is to enrich the knowledge of everyone who participates, as well as validating the parents as individuals who know and do have a knowledge that can be shared. It opens immensely the school curriculum, with topics that normally would not have been discussed with the children.

As a summary, we could say that participatory research and critical pedagogy share in the goals of facilitating the students' becoming heroes, that is, protagonists of their lives and aware of their protagonist role. They become authors, generators of text, creators of the written text of their own history and also, they have an opportunity of seeing themselves as researchers and teachers, people who have knowledge that can be shared with others and that they can present that knowledge to each other and to groups outside of the classroom.

Participatory Research as an Educational Act within a Community

Constance M. Beutel

Our evolving economic moment in history provides us with an opportunity to think differently about education and allows us to ask, as Paulo Freire does, "Education for whom and for what?" I have worked within the telecommunications industry for all of my adult life and have come to experience at first hand the substantial shift in the role of human beings in relation to their economic life as workers, as extensions of machines. My work within Pacific Bell is to provide higher educational forums for the empowerment of employees. Within this highly structured corporate setting, participatory research has been used to learn more about how education can become an empowering process. Pacific Bell is the regulated telecommunications corporation and is the largest private employer within California. It is facing both a rapid implementation of

complex technology (higher knowledge requirements for the complexity and a de-skilling of less complex work) and a concurrent reduction of employees, 42% in four years: 1984-88. The first of two participatory research studies done at Pacific Bell was on critical pedagogy. It collaboratively studied with eight managers whether traditional education (knowledge by narration) experiences biased them from seeking degrees and continued academic study. The second participatory research study, "co-inventing educational possibilities", identified three communities with the framework of the corporate dynamic: employees who were interested in or required post-secondary education, corporate leaders and policy makers who valued education as important to corporate success; and educators (university and college administrators and instructors) who brought post-secondary degrees to employees on corporate premises.

Learning to Question

The first study was conducted as part of a doctoral dissertation and the initial questions were formulated by me as the researcher: "Why didn't more employees take advantage of free higher educational opportunities? Did the traditional education experience bias adults from further education?" The second participatory research study began by asking the three communities what questions they had of each other and about the role of education within a technologically evolving society.

Questions are at the heart of any participatory research and educational endeavor. It is through these questions that the researcher and the participants come to their dialogues to mutually engage in an exploration and creation of knowledge and understanding, and the generation of new questions.

Employees within an industrial/corporate setting are like other groups where action is taken *upon* them and rarely *with* them. Surveys, focus groups and polls are frequent instruments used to collect data on attitudes and organizational effectiveness. This data is rarely returned to those surveyed. When information is collated and published, it is often so abstract as to be unusable by anyone but those making policy decisions as a basis of their organizational authority.

In learning the questions asked by the participants in the course of their own research, the discovery of information, of knowledge, of insight gained potentially becomes an empowering aspect for both the participants

as individuals, as community members, and for the researchers within their communities.

Dialogue

The dialogue is the medium of exchange in the exploration of questions posed by participatory research. This level of human interaction is no mere methodology. It recognizes, as Martin Buber would describe, the Thou of the person whom the researcher faces. Paulo Freire describes this respect for another Being as one whom has the capacity to truly know and with whom, the two, researcher and participant, in dialogue, come to a re-invention of knowledge as "We think." This is a new realization that goes beyond knowledge emanating from a single human, "I think, therefore I am" (Descartes, *"Cogito ergo sum."*). Both Paulo Freire and Alma Flor Ada speak of dialogue as being infused with faith, hope and love.

In corporate and institutionalized settings, the word dialogue is often appropriated to fit the popular vocabulary of the moment. By inviting participants to a dialogue, I as a researcher within my own corporate community recognized the fundamental commitment I had to make and trust in the creation of the dialogue with each participant regardless of our different levels of authority we each held within a corporate hierarchy. For example, in the first participatory research study, I was interviewing a woman who had risen rapidly in the corporation and had achieved an executive position. As I sat across from her and posed the question, "What is knowledge?" I immediately felt aware of the position and status that she held in relation to my own and I reflected to myself, "Who am I to ask this woman a philosophical question, 'What is knowledge'?" The very act of asking a question that entered a broader human concern and went beyond the domain of the corporate horizon was deeply revealing to me about the limits of human exchange imposed 'unquestionably' by myself as a worker within that structure. In breaking the border of the conventional topics of concern, I found her reply and the replies of each of the participants to be deeply reflective and revealing of their own knowing and deep personal reflection on essential, philosophical human concerns.

One participant said

> I think people are starved for dialogue about important things. It's like we block it off in the certain parts of our life where there's certain people and there are certain times that you talk

> about the things that matter. Other times you don't. . . . Yet, if you could just bring some of your internal world into the external, to where you work, because we spend so much time here, it's almost like you are defeating your purpose if you don't bring some of what's inside.

Methodology

The dialogue, in participatory research, is not just an ephemeral and transitory act. The participants are asked to engage in at least two dialogues. With the participant's permission, a tape recorder is used and a complete transcript of each dialogue is returned to her or him with themes from that dialogue noted along with further questions. Charles Kieffer's (1981) protocol of distantiation and dialogic reflection is used. The second dialogue engages in retrospection, clarification and reflection on the text that was created in the first dialogue. This second dialogue is also recorded and a transcript is provided to the participant for her or his use and comment. Without exception in the two participatory research studies conducted at Pacific Bell, the second dialogues brought the researcher and participant together as creators of their own text, responsible to each other for what it was that we created together as text, as knowledge.

In the first study, the participants were asked to read the entire dissertation before it was finalized. This was done for several reasons: to give the participant access to the background of the study; to present the philosophical grounding; and most importantly, to give the participant control over her or his voice and to assure the accuracy/appropriateness of what we learned as reflected in the context of the dissertation.

This same process of returning not only the dialogue transcripts, but the text of the study, was done in the second participatory research study. This second study added an additional reflective process. The themes and remaining questions of all the thirty-one participants were presented to a conference of the three communities. This conference was video-taped and the participants were give a copy of the video tape to use as their own reflection and reference within their own settings.

Creation of History

In the act of the dialogue, the rigorous and compassionate examination of what was said using the reflective distance of time, and the

graphic presentation of the text itself, the researcher and participants frequently come to sense a deep responsibility for what was said, and what was made known to them. This mutual creation of history through participatory research provides individuals and communities with a forum from which critical reflection and re-invention of knowledge may take place.

Some of the outcomes associated with the two participatory research studies at Pacific Bell are:

Initial study -The description of self-directed education for employees begins by discussing the values and emancipatory aspects of education; 3 of the 8 participants are actively pursuing advanced degrees; a bond of trust has been established with critical leaders who intend to continue the dialogues on education and to take appropriate action within their organizations

Second study - The creation of an authentic forum for students, corporate leaders, and educators to investigate and ponder the role of education and its possibilities among workers, leaders, and educators; the dialogues revealed both shared and differing concerns/visions for education. Understanding the commonalties and differences provides a beginning place to continue the dialogue with one another, and the knowledge learned from the three communities will be integrated into the Self-Directed Education programs at Pacific Bell.

Future participatory research/critical pedagogy will be incorporated into the educational curricula and will mindfully continue to seek ways to enhance the critical reflection opportunities for the participants and the researchers so as to provide as many possibilities for each person to become empowered through the knowledge generated.

Using Critical Pedagogy

Cynthia Petersen

Metaphors are poems in miniature, or a portrait for the mind. Think for a moment of the sea. She expresses moods in colors, the visual image of constant change. The experienced skipper knows her as: murky, green, blue and pristine. Each is a distinctive character and exists in a delicate balance so necessary for life. I often use these hues as a barometer, because for me, there are parallels between the life of a sea captain and that of a classroom teacher.

The sea is a wonderful teacher. She has every conceivable type of problem, consequence and solution, so too does the classroom. Once a level of consensus is negotiated and shared , values evolve, the ability to solve problems becomes simpler because the interrelatedness of the parts to the whole appears. Language is the medium through which we transcend the various levels as we live in the world. For all of us, emancipation should be the goal. Each of us strives for a meaning, a way of being both as an individual and a member of the world society. I use the levels of the sea as a model to assist me in identifying where I think others are and where I think that I am. The question then becomes, what kinds of methods will assist us as we strive for "pristine?"

During my doctoral education, I studied numerous philosophers including: Hegel, Heidegger, Gadamer, Habermas, Ricoeur, and Freire. Each explored the importance of the "Being" and why emancipation is critical to our future. I firmly believe that the us of "Critical Pedagogy" as developed by Paulo Freire is one way for students and teachers to ascend the many layers of the sea. He believes that the life experiences of the learner have the most meaning to them. His theory utilizes the dialogue, critical reflection and reflective action in a process that stresses critique of the society within its historical and cultural context. The role of the learner is emphasized. Attaining emancipation is the goal both at a personal and society level. The power of the written text is truly phenomenal and is a foundational component of the method. In the students' lives their history, experiences and cultures are social texts far richer than a basal reading series. The stories that students write and speak of are a kaleidoscope of real life.

I have included a sample of some activities that sixty-five of my special education students and I are currently involved in. We trusted each other enough to engage in the following:

"CHOICES PROJECT" OPTIONS: The following options are available to you for the next ten weeks. Choose wisely so that you can maintain your motivation. Be sure that if your project requires a partner that you select someone who is reliable and dedicated to working.

1. The "Participatory Research Project." This is the same project that you did earlier this year, but use a different topic and at least 3 different people for your interviews.

2. The "Design a City Project." This is similar to the "Design a School Project" that you did earlier this year.
3. The "Write a 10-15 page Short Story Project." Use a minimum of 3 characters with a complete character sketch on each, outline of the story and at least 2 different settings.
4. The "Write a 10-15 minute Play Project." Use a minimum of 3 characters with a complete character sketch on each, outline of the play and at least 2 different settings. The topic should interest someone from grades K-8 and will be performed by your team. Puppets may be used.
5. The "Create Your Own Project Project." Select a topic of your choice and negotiate it though a written contract. This is an opportunity to study something that you have always wanted to explore and design the process that you will follow.

As I write this statement, my students are five weeks into their projects. Each student has a vision and is trying to achieve it. They are each becoming teachers, thinkers and critics because there is no one right answer, only alternatives. As Paulo Freire, the Brazilian educator, says, "We are not teachers, we are becoming teachers." Using the metaphor of the sea captain, I believe that as I personally strive for emancipation, I have shared with my students the experience of why and how to learn not just what to know. They too are being transformed as we swim together in the pristine sea.

I know how it feels and I have seen how students and teachers feel when there is "magic" in the classroom. I believe in the use of techniques such as critical pedagogy for classrooms at any level and in any location. The world of tomorrow needs people who can critically, think, critically reflect and critically act. The underlying philosophy of the teacher is a major component of the environment and we have all had teachers in each of the following domains:

SOME TEACHERS EDUCATE FOR WHAT WE WERE.
SOME TEACHERS EDUCATE FOR WHAT WE HAVE BECOME.
I BELIEVE WE MUST EDUCATE FOR WHAT WE CAN BE!

For the past several years I have begun to realize that all teaching is political because the pedagogy and the content of what is being taught is shaped by the three statements above. The notion that a classroom can be a

model for a new society is one way to decrease the pattern of hierarchical domination so often found in classrooms. Activities that encourage student-to-student interactions including: reading, editing, discussing work, problem solving and suggesting alternatives should all be encouraged as a part of broader life experiences. A goal is to develop the tools to critique the dominating social structures and to play a role in the change process. Evaluation of student progress through grades is a difficult issues for many students and teachers because: GRADES ARE POWER! By including students as co-evaluators, they can reflect on their own participation in the life-world of the classroom and learn how to assess their growth.

Who I am as a person and a professional has definitely been changed by my involvement in education. I am proud of my commitment to this profession and of the respect, trust, and care I receive from my students, and colleagues. I just wish that more teachers could chart a course with critical pedagogy.

A Partial list of questions generated by the workshop participants:

What is participatory research?

How to get participatory research in the schools?

How to incorporate participatory research in teacher education and in-service?

How is participatory research applied within the dissertation?

What are the classroom possibilities: engaging children?

How is it that teachers are researchers?

How to give voice and empowerment?

How to apply participatory research to parent involvement?

How to relate evaluation results to improve projects?

How is participatory research done at the university level with students?

How to bring research information back?

How to incorporate music and art?

What are children's possibilities to learn?

For students who don't articulate their reflections, how do you help them?

How can we involve teachers in becoming intellectuals?

Why doesn't education engage learning?

How do teachers cover the school agenda and still incorporate participatory research and critical pedagogy?

Answering some of the questions of the participants: Alma Flor Ada

'How do we get participatory research into the schools?'

I think that participatory research is a grass-roots movement and it is going to continue being a grass-roots movement. I don't think that we can sit back and wait for the structure of the administration to tell us to go and do participatory research but I think that it is something that does not require money, materials, nor anyone's permission. It is something that teachers can do by initiating it. It's possible to engage the children in this process from an early age. It is very difficult to do any of this transformative education in isolation. Teachers should try to create

networks, or at least find one other person in your school, if possible, or in your city you can talk to on the telephone at night and share what went on in the schools. Or find someone you can meet with once a week, or create a group that meets once a month, whatever means you have to find support. Participatory research should be definitely part of teacher education and teacher in-service. This can be brought about, certainly at the in-service level by requests made by teachers to the districts, by your presence in conferences. and the participation of people in workshops, institutes and sessions that deal with these issues.

'How to apply participatory research within the dissertation?'

Participatory research is an excellent way of doing a dissertation, among other things, because it facilitates a study in which there is a certainty of interest in the findings. Many dissertations are produced following traditional methodologies that are based in the use of large samples so that the statistical results can be significant. The financial ability to fund the cost of quantitative research is usually not available to students working individually (aside from the philosophical nature of quantitative studies). On the other hand, participatory research, although I'm not espousing it just for pragmatic reasons, is a very practical way of doing dissertation. It is a very time consuming and demanding type of dissertation. It is not an easy type of dissertation. It requires a lot commitment and a lot of reflection when it comes to analyzing the data but it is very a tangible form of dissertation. There are plenty of dissertations available and anyone interested in them should look up dissertations coming from the University of San Francisco, School of Education . There are a variety of participatory research models written.

'How can teachers become intellectuals?'

Teachers are essentially intellectuals by vocation. They are people who have chosen to develop the mind rather than to build physical products. So what happens with teachers as intellectuals there has been a bureaucratization of education brought about, to a great extent, by the commercialization of education. The impact of the publishers and the test developers and other people for whom it is in their best interest that teachers would not do much thinking, or would not require a great deal of definition. This is what Freire talks about as the 'commonality of interests', where there is not a single master mind but a commonality of

interests of many minds who required, within the old economic structures of the country, that schooling would be a place to domesticate individuals who could become bored without complaining. Therefore, there was not a lot of room for intellectual activity in this form of education. The new openness created by the new economic paradigm gives us a interesting political space to reclaim, recapture and re-conquest, if we need to use this kind of language, our own role as intellectuals.

'How do teachers cover the school agenda and still incorporate participatory research and critical pedagogy?'

I reach for Utopia but don't believe in miracles. I believe in transformation that we generate and create. Basically, I am proposing that if we are going to cover the school agenda, we are not going to do critical pedagogy. If we are going to cover the school agenda, we are not going to do participatory research. If by covering the school agenda, we mean the traditional process of teaching the kids to be silent on task, receptive followers, domesticated beings. If the school agenda is that the students will learn how to learn and will be motivated for learning and will gather and access a great amount of information and of knowledge, then I think that the best way to cover the school agenda is to do participatory research and critical pedagogy. That is, if we strengthen the student's awareness of what knowledge is, how they are capable of knowledge, and the joy that is derived from knowledge, if they learn this, then they are going to be able learn far much more. This is not an 'either/or' situation, it is, rather, that if we teach how to learn, if we engage the students in exciting discovery, then they will learn, and they will learn many things, and they will learn all of that which is part of the curriculum. If we feel, however, that we have to feed them the curriculum and bang it inside their heads and then, apart from that, we are going to teach them to be critical reflective beings, that is not going to happen. Teachers have great concerns about time and I want to acknowledge that concern. But I think that it is a matter of priority and focus and understanding that, it is not by giving the children more of the same, that is, just trying to feed them information that they are not ready to accept.

One exciting example of using participatory research and interactive pedagogy in a dissertation that had a very exciting result with regard to a traditional school agenda is that of Jan Mayer: *The empowerment of*

ethnolinguistic minority students through an interactive pedagogy within an additive bilingual environment. University of San Francisco.. Jan Mayer worked at Newcomer Middle School in Redwood City, California. Her initial aim was to work interactively with the students so that they would develop their English language skills so they would become writers, and they would develop math skills. She thought that her study would be of a participatory nature and that all she was going to do was to look at what purposes did the students use writing for before the study and how they used it after, as well as, how much they read before, how much they read after. The findings were based on the students' own reflection on their process. During the planning of the study, she felt the constraints of providing the kind of quantitative, standardized test information the districts usually require. I felt, originally, disappointed by her decision to incorporate this type of data into the study because I found it was contradictory with the philosophy that she herself was espousing. In retrospect, I am glad that she insisted on doing the additional quantitative study. She did a dual study with two methodologies following a quantitative and a qualitative path. While all her teaching was of an interactive nature and while she carried on the participatory study, she also analyzed the results of the standardized tests of the students before and after a semester of interactive pedagogy. The results were highly significant in the incredible success the students have had in math and English gain. It was just extraordinarily high. She had not taught to the test nor had she prepared the students for the test. It was just the results of her teaching that the students were learning in general and they were learning what was in the test as well.

References

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Kieffer, C. (1981). Doing Dialogic Retrospection: Approaching Empowerment Through Participatory Research, Paper Presented at the International Meeting of Society for Applied Anthropology, University of Edinburgh, April 5, 1981.

Reflection Sheets from the Education as Researcher Workshop: NABE 1990 Conference. Tucson Arizona

(Reflection is a way in which we know how we know)

How would you describe participatory research?

• Beginning with the individual and blossoming outward. History is written from their budding and blooming; using the catalyst of ideas from a facilitator. A process of education by validating, writing and evaluating the learner's reality.

• Participation in learning, teachers and students generating knowledge, reflecting together. Promotion of critical thinking about individual's role in learning and about the world around them.

• Some of the elements are currently in use at Sunnyside, SD#12 in Tucson such as: Brainstorming, Teacher-Student contracts, Reality Therapy, Cooperative Learning, Outcome Driven Education Models and Questioning Skills. (Teachers use set to maximize student feeling tone).

• It is a process of appropriation of the existing knowledge in a collective dynamic mode with the purpose of re-creating it and using it in order to change the conditions that keep us oppressed.

• Reflecting on knowledge obtained, putting it in writing. Listening and valuing what others think and enabling them to listen and value your thoughts. Empowering people to use their minds to make our society a better place to live.

• A development of knowledge, knowledge that is useful in my life, so that what I have learned makes me so excited that it empowers me to show others what this knowledge has done for me. Thus, my learning process will continue in all aspects of my life.

• It is a means of opening the world as a place where the individual can participate as protagonist as opposed to a delegated role of observer with no control, no function except that of absorption of material or content.

• It is a liberating process that involves participants actively, accepting what they come with and using it to examine the process of acquiring new knowledge.

• As a co-participatory empowerment process.

• Taking charge of your work and life with your own full time participation in every step and aspect of them.

- Truly learning.

In what ways could you see incorporation participatory research into your daily practices?

- Listening, hearing and believing more in what people are saying and even what they are unable, or are refusing to say.

- Teacher training workshops and in my own classroom.

- I feel that I am using participatory research type skills and activities in my classroom on a daily basis. One way that I might improve what I am doing will be by increasing the amount of published writing.

- In my approach to technical assistance to public schools; by using my interaction with teachers as a process to encourage reflection, to raise consciousness about possibilities of change within the structural constraints.

- Have the school staff do participatory research with parents/students/perhaps even with each other. Train parents to become involved in participatory research with other parents who have not become involved in school program in any way with the purpose of getting them to reflect on the importance of their role in their child's education.

- In decision making and critical thinking skills.

- I see using participatory research in both my effective schools project which focuses on participatory leadership and collaboration and in which I am the team leader. And, in my role as president of our state NABE affiliate.

- I use is daily in my classroom. For us it is the method by which we share "education" (and this is at third grade).

- I consider myself a constant learner and have always learned best by living in and doing it. I'll continue to function that way. I am in a position of training teachers who do not view themselves as intellectuals or do not recognize what they do as such. It is my hope to be able to empower teachers so they can in turn empower their students to learn.

- As an advisor to graduate students, I could impart the process of critical reflection -- which can benefit them in using their research to learn a new process of "looking at things."

- I'm sure the ways are limitless, both personal and professional.

- By setting research as part of planned activities.

- At this point, in a very limited way.

- Connie's project/process.

What would you like to know more about participatory research?

- Practical usage and more dialogue.

- Some of the failures. Since we know this is no panacea. I would like to know:
  - what were the shortcomings, problems (and potential areas for remediating these?

Also, further remarks about the role of values in developing criteria for evaluating sources of information, research themes. Articulation of differences/similarities between "ethnographic approaches," "whole language approaches," "problem posing/solving approaches," "cooperative learning," etc..

- I would be interested in reading materials which support participatory research as a teaching method. Please sen anything you can part with to: Kathleen Llewellyn, 1852 N. Atwood Ave., Tucson, Arizona, 85745.

- Concrete experiences involving students, parents, teachers, administrators using participatory research.

- It was good to hear how participatory research can be applied in all types of settings. I need to do more reading about participatory research.

- It would be helpful to have more examples of participatory research <u>in the classroom</u> for us to investigate. I would like to see the process at a low elementary age. To start reflection at a young age has to be a vital part of education.

- How it has been incorporated in a low-income, multi-cultural, political, single-family elementary school setting.

- More about actual applications to classroom settings.

- Yes!

- A bibliography of researchers about participatory research.

- Strategies in diverse settings could be very beneficial especially in practice versus theory.

- I'd like to have more opportunities to see how people go about the process. Also, there was a need for learning more about where the filed is at, what

information exists. The "windows" on the process need to be more readily available -- they're not now, each example is another world. Very valuable.

- The different ways of implementing participatory research in different settings.

- How it can be incorporated in the evaluation of effective, bilingual programs at the high school level.

- How more teachers can be awakened to the possibility of doing this.

In what ways could a presentation about participatory research be enriched?

- More time, more seminars and smaller groups to work in.

- Turning part of the presentation into a workshop so that the dynamics of the group are considered and the skills of the presenters in handling these can be observed.

- More information about the history and development of participatory research.

- When, like in this workshop, the whole group, the participants take part in the reflection and sharing of knowledge. Muchas Gracias!! I am so isolated in Massachusetts! It was so good to be part of this group for a while. I will take you with me.

- Well done -- helpful. Time is always a problem at these workshops. It would be great to have time to have us do some reflecting on what we heard and be able to make some plans for application in our own area of interest. Please keep in touch.

- I would have liked to see what Cindy did (High School) but - in an elementary level with a content area topic.

- More time to view actual applications of participatory research.

- Longer time for *presentation. I found this fascinating and supportive. * more time for dialogue.

- Make it more diverse:

  elementary school use in the classroom
  in administration
  teacher training

- The four phases you introduced could have been modeled: Descriptive, Personal, Interpretive, Creative.

- More information from those who used this style of learning.

- Bring students to the presentation who could actually express their individual experiences while they were going through the process of preparation of a research paper using the participatory research approach.

- Break up into smaller focus groups and then bring it all together and share commonalties/differences:

  teacher
  student
  parent

A Partial Bibliography for Participatory Research

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